DOCUMENT RESUME

ED 260 995 SO 016 788

TITLE	Myself and Women Heroes in My World. Kindergarten Social Studies: Sojourner Truth, Harriet Tubman, Queen Liliuokalani, Amelia Earhart, Maria Tallchief, [and] Sonia Manzano.
INSTITUTION	National Women's History Project, Santa Rosa, CA.
SPONS AGENCY	Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE	85
NOTE	82p.; For related documents, see SO 016 789-791. Funding also provided by the Constance Morgan Memorial Fund.
AVAILABLE FROM	National Women's History Project, P.O. Box 3716, Santa Rosa, CA 95402 ($7.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	American Indians; Biographies; Blacks; Cultural Background; Disabilities; Ethnic Groups; Ethnic Studies; Females; Hawaiians; Kindergarten; Learning Activities; *Multicultural Education; Primary Education; Puerto Ricans; Resource Materials; Sex Role; Slavery; *Social Studies; *United States History; Units of Study; *Womens Studies
IDENTIFIERS	Earhart (Amelia); Manzano (Sonia); Queen Liliuokalani; Tallchief (Maria); Truth (Sojourner)

ABSTRACT

Part of the National Women's History Project funded to promote the multi-cultural study of women in history, this unit will help kindergarten students learn about the contributions that women have made to U.S. society. The developers believe that equality cannot be achieved until equality is expected and until the contributions of all women are understood and accepted as a simple matter of fact. The unit contains six lessons based on biographies of women who represent the many ways in which women have been and continue to be heroes. The women are Amelia Earhart, Queen Liliuokalani, Sonia Manzano, Maria Tallchief, and Sojourner Truth, representing major ethnic groups, and Harriet Tubman as a representative of disabled women. Each unit begins with a biography that teachers are to read to students. Discussion questions and suggestions for classroom activities follow each biography. Student materials are provided. Examples of activities include having children retell the story in their own words, play games, sing songs, and participate in class discussions. A bibliography of additional resource materials dealing with each woman concludes the unit. (RM)

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MYSELF AND

WOMEN HEROES IN MY WORLD

Kindergarten Social Studies

SOJOURNER TRUTH
HARRIET TUBMAN
QUEEN LILIUOKALANI
AMELIA EARHART
MARIA TALLCHIEF
SONIA MANZANO

SD 016 788

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The development of this unit was funded in part under a grant from the U.S. Education Department, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement should be inferred.

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PREFACE

The National Women's History Project received funding from the Women's Educational Equity Act and from the Constance Morgan Memorial Fund to produce this unit. The National Women's History Project (NWHP) promotes the multi-cultural study of women in history because we believe that equality cannot be achieved until equality is expected, and until the contributions of all women are understood and accepted as a simple matter of fact.

We are particularly indebted to Harriette Greene for her work throughout the development of this unit. A special thank you, also, to Mary Dyer who served as consultant for the final review of the units and provided many helpful suggestions and comments.

The biographies were reviewed by race and equity specialists: Dr. Beryl Banfield, Kathleen Smith, Cora Watkins and Dr. Leslie Wolfe. We appreciate their thoughtful suggestions.

Many thanks to the educators and historians who served as readers at various stages in the unit's development: Carol Burgoa, Louise Cooley, Elaine Covell, Claudia McKnight, Marcia Pratt, Lori Rodriguez, Kathleen Smith, Barbara Tomin and Kathie White. Ardella Tibby of the NWHP staff served ably and amicably as a critic and proofreader.

Field tests were conducted by four classroom teachers: Kathy Doran, Kathleen Higgins, Margaret Mow and Gracye L. Stuckey.

The delightful flannel board figures were drawn by Marybeth Crawford, who is also responsible for the overall design of the unit.

The typesetting was done by Valerie Adams and Karen Axt of Full Spectrum. Bonnie Eisenberg did the layout.

We welcome your comments, criticisms or suggestions about this multi-cultural unit.

Maria Cuevas **Molly Murphy MacGregor**

Bette Morgan **Mary Ruthsdotter**

National Women's History Project Co-Directors

INTRODUCTION

The study of women's history offers teachers an opportunity to begin exploring with their students the too often ignored, multi-cultural stories of women's contributions to U.S. society. An expanded view of history, one which lauds our women heroes as well as our men, provides female students the opportunities to find themselves in the continuum of history. It encourages them to envision what they might become by learning of what other women have been. Simultaneously, male students gain an appreciation for the real lives and work of women, past and present.

While women have long constituted over 50% of America's population, the standard social studies texts fail to reflect this reality. These texts continue to view women from an incomplete perspective, as passive, non-participants in the nation's events.

This unit, based on the biographies of women from the past and present, was developed to facilitate the process of integrating women's history into the classroom curriculum. The use of biography as history provides historical information and role models for the young student in a comprehensible form. The personal history booklets which conclude this unit serve as a step on the way to students' understanding that they, too, will have a role in history. In essence, it is people just like themselves who make our shared history.

TEACHER'S INSTRUCTIONS

This women's history unit contains six lesson sets based on biographies of women who represent the many and varied ways in which women have been and continue to be heroes. The women, Amelia Earhart, Queen Liliuokalani, Sonia Manzano, Maria Tallchief and Sojourner Truth, each represent one of the five major ethnic groups, and Harriet Tubman who represents disabled women.

Recent studies show that young children have very negative images of the roles of girls and women in our society. When students were asked what their lives would be like if they had been born the opposite sex, their responses were revealing and sadly familiar. Both boys and girls report that boys have more varied and interesting opportunities in all areas of society. Since many of children's life dreams are based on the known lives of their heroes, increasing their awareness of women's historic roles is critical to expanding their options as adults. This unit offers an expansion of the concept of "hero", giving both boys and girls a wider range of possibilities for their own lives.

SEQUENCE OF ACTIVITIES

INTRODUCTORY LESSON

DISCUSSION Begin the unit with a discussion about heroes. Speaking in general terms, talk about how there are different kinds of heroes active in many different arenas. Share stories about your own personal heroes. Have students tell you who their heroes are. Ask them to tell why the people they name are heroes. How can the students imagine being heroes in their own lives?

ACTIVITY Using a wide roll of paper, trace an outline of each student. Have the students each color in their own silhouettes, depicting themselves as a hero of the future. The goal is to encourage the students to see the possibility of themselves as heroes in their own lives. Do their images involve uniforms, tools or other obvious symbols or objects? If so, these should be included in their overall design. These "hero" figures can decorate the classroom throughout the presentation of the unit.

FLANNEL BOARD FIGURES

Name plates, pictures of each woman as a child and as an adult, and other images which help illustrate the story, accompany the biographies. These are to be copied, colored and cut out. A small piece of pellon, sandpaper, or flannel attached to the back of the figures will keep them on the flannel board.

BIOGRAPHY

Read the biography to yourself first. Do you have any supplemental material that would add to your class' enjoyment of any of the stories (e.g. films, filmstrips, slides, prints, songs or records)? The bibliography included at the end of this unit will help. Read the biography to the class, using the flannel board figures when they are appropriate.

BIOGRAPHY ACTIVITIES

RECALL QUESTIONS Ask these at the end of each biography to help students recall specific details from the story.

DISCUSSION QUESTIONS These will encourage children to express their own ideas about the story they have just heard.

ACTIVITIES

These vary with each biography, enhancing the stories.

CULMINATING LESSON

DISCUSSION Ask each of the students which hero from the unit was their favorite. What did they particularly like about this hero? What did this hero do? Ask them to tell how they could be heroes in their own lives.

ACTIVITY Constructing a Personal History Booklet will reinforce the connections between the students' own lives and the lives of the women they have just studied.

1. Copymasters for the Personal History Booklet are included. These are to be copied on both sides of one page for each student's use.
2. Each student's favorite hero will be featured as the cover picture of her/his booklet. Have each student choose the appropriate image from the miniatures page (60), color, cut it out and paste it on the booklet cover.
3. On page two, the student is to draw a picture of his/her favorite hero from the unit. The picture should show the woman doing what made her a hero.
4. Page three provides frames for two pictures. In the top frame, the student is to draw a picture of herself/himself as a baby. In the bottom frame, the student is to draw herself/himself as she/he is today.
5. The back cover is a look to the future, where the student draws a picture of herself/himself as a hero in action!

BIBLIOGRAPHY

A bibliography of recommended resources is located at the end of this unit. It includes books about the women who have been presented as well as a list of general resources to help you write women back into history throughout the school year.

NOTES ON ETHNICITY

TUBMAN - TRUTH—

1. If you read the Harriet Tubman biography to your class before reading the Sojourner Truth biography, you'll need to provide some background information about slavery.

2. Since the description "Black" is not used in either the Harriet Tubman or Sojourner Truth biography, make sure that your students know that they were both Afro-American women.

LILIUOKALANI—

1. Liliuokalani was of Polynesian descent. The Hawaiian people are descendents of many diverse cultures, including Polynesian, Asian and European.

SOJOURNER TRUTH

(1797 - 1883)

by Molly MacGregor

Do you feel afraid when people yell at you? Do you get angry when people are mean to you? This story is about a woman who was a slave. People were often very mean to her. Because she was a slave no one could help her, not even her parents. She could be bought or sold, just like a farm animal. This story is about how she became a free person. Most importantly, it is about what she did as a free person.

When she was born she was named Isabella Bomefree. Everybody
1 called her Belle. When she was a little girl, she had to work taking care of the cows and sheep and carrying a lot of heavy firewood. The winters where she lived were very cold. Belle had nothing to wear but a thin, shabby dress and a pair of worn out shoes. Her owner beat her fiercely if she didn't work hard enough or fast enough. Wouldn't that be awful?

To make her feel better, her mother sang African songs to her. These songs were about the place they had come from and a time when her family had not been slaves. When Belle was sad or lonely, she sang these to herself. The songs made her feel stronger. They made her feel almost like her mother was there to help her.

One day, the slave owner died. Belle's family had no rights. They could all be sold to different people. Everyone was afraid because they did not know what might happen to them. Then the news came. Her mother and father were to be given their freedom, but Belle was to be sold. She was only 9 years old!

Belle was so afraid. She was afraid she would never get to see her
2 mother and father again. She was sold from the auction block for $100 and a flock of sheep. There wasn't anything her parents could do to protect her. They were powerless and terribly sad.

When Belle was grown, she married another slave whose name was Tom. She had children of her own. Two of her little girls were sold away from her as slaves. Belle knew just how terrible her own parents had felt when she was sold. With the help of some white friends she was finally

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able to keep two of her own children with her.

When Belle was 30 years old, the state she lived in passed a new law. The law said that nobody who lived in the state could own slaves. Nobody! Belle was a free woman at last! She still had to earn a living, but nobody else owned her.

As Belle grew older, she knew that being free was not enough. She remembered how powerless her mother and father had felt. She remembered not being able to protect her own children. She decided that because she was free she could now do the work she wanted to do. She would help free the Black people who were still slaves. She would encourage people to take action and not be afraid to speak out for fairness. She would encourage people to feel powerful, not helpless.

3 For her new life she chose a new name, Sojourner Truth. She picked "Sojourner" because it meant traveler, and "Truth" because she wanted always to tell the truth. Now she was going to travel and tell the truth about slavery and about laws that weren't fair.

Many white people did not know how awful it was to be a slave. Sojourner traveled all over the East telling her story of great sadness and suffering. She stood six feet tall and spoke with a booming voice. She was an excellent speaker. People traveled many miles to hear what she
4 had to say. They told her she should write a book about being a slave. Sojourner decided to do just that. She was sure that once white people knew how terrible it was to be a slave, they would change the laws.

Things did start to change, but some people still wanted to own slaves. Slave owners in the South went to war rather than change the laws. When the war was over, new laws were passed that said nobody in our country could own slaves. At last, Black people in every single state were free! Freedom was very important, but Black people found that they were still not treated fairly. Jobs were not easy to get. They were
5 paid little money for the work they did. They wanted to be treated like free people.

Sojourner continued to speak out to encourage people to work to make all of the laws more fair. She did this with her actions as well as with her words. Once, when she was riding a streetcar to go across town,

6 the conductor told her to get off the street car. "I don't allow Black people to ride when I'm the conductor!" he said. Sojourner refused to get off. "I have a right to ride this street car. It is the law and I am not getting off," she said. The conductor was so angry that he shoved and pushed Sojourner. Her shoulder was hurt badly and she had to go to the hospital. After a doctor had taken care of her, she told the police what had happened. The conductor who had broken the law lost his job. Sojourner wanted the streetcar conductor and everybody else to know that Black people had the right to ride on streetcars, just like other free people in this country.

Sojourner Truth spent many, many years of her life working to make the United States a fairer place for all people to live. She helped people no matter what color their skin was or whether they were women or men. Many people today are still working for fairness, too. I think they would like to know this story about Sojourner Truth, don't you?

SOJOURNER TRUTH

Sojourner Truth (1797 - 1883), a former slave, who courageously worked against slavery. She travelled throughout the country speaking for equal protection under the law for all people.

BIOGRAPHY

Prepare the name plates and flannel board figures for use on the flannel board or other display board. Before beginning the story, place the name plate "Belle" on the flannel board. While reading the biography to the children, place the appropriate figures on the board at the underlined points in the story, matching ther number in the left margin with the number on the figure.

Recall Questions:

1. What happened when Belle's slave owner died?

2. How did Belle become a free woman?

3. What new name did Belle choose for herself? Why?

Discussion Questions:

1. How did white people learn what it was like to be a slave?

2. Ask students if they think it was hard for Sojourner Truth to change her life, travelling to tell people about slavery and unfair laws? Why?

ACTIVITIES

1. Have the students retell the story in their own words. While the children are talking, place the appropriate figures on the flannel board.

2. Reproduce the flannel board figure of Sojourner as an adult for each child to color. The children's completed pictures can be made into a mural to which vocabulary words can be added later.

3. Write vocabulary words on colored strips of paper. Discuss the meaning of the words: "SLAVE," "OWNER," "AUCTION BLOCK," "FREEDOM," and "SPEAKER." Intersperse the words with the children's colored pictures. If a more diverse mural is desired, have children color copies of other flannel board figures to add. Vocabulary words can be placed near the appropriate figures on the mural.

4. Have students color a copy of the flannel board figure of Sojourner Truth when she was an older woman. Provide each with a popsicle stick to paste to the back of the picture, to make a puppet. Using these newly constructed puppets, have the students pretend they are Sojourner Truth. Have them give a very brief speech about the things Sojourner Truth felt were important for people to know.

12

Belle Sojourner Truth

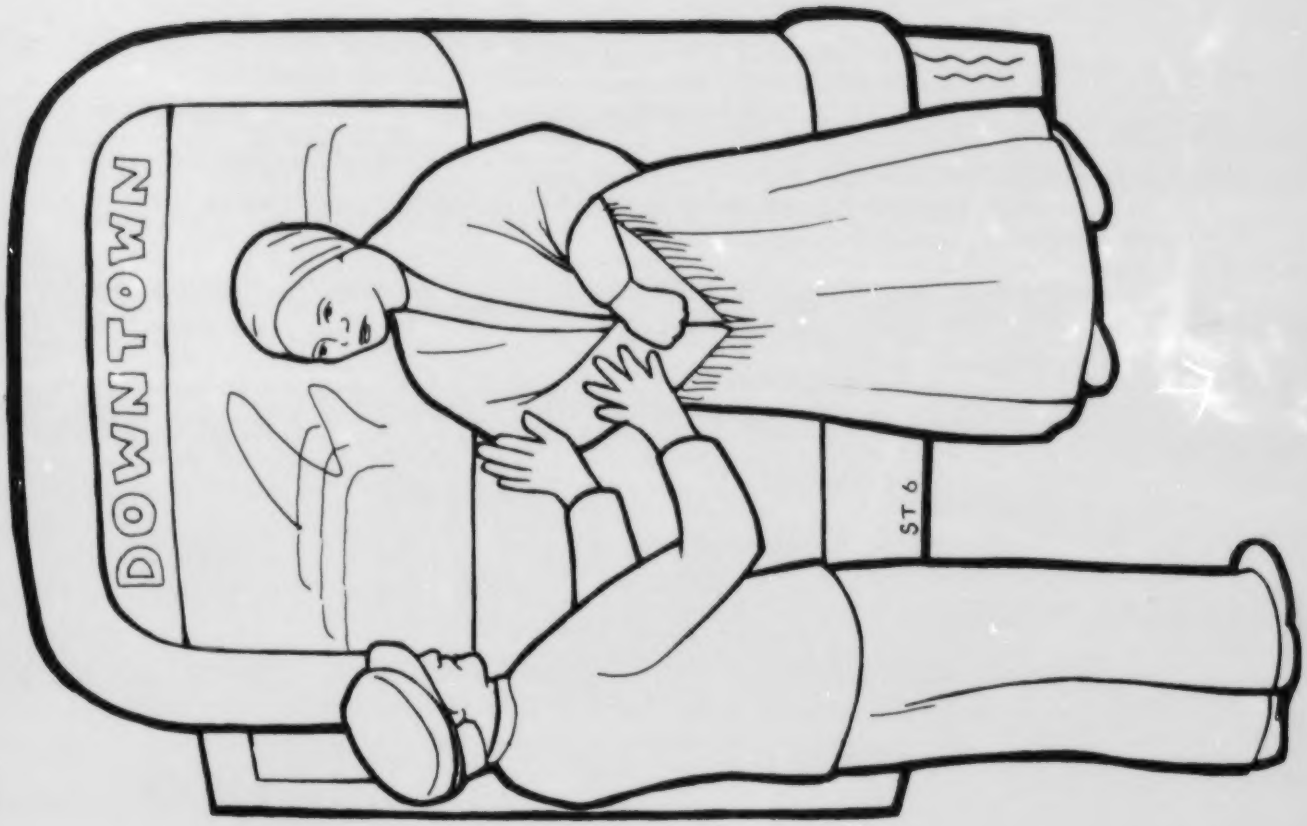
14

15

ST 3

ST 1

ST 2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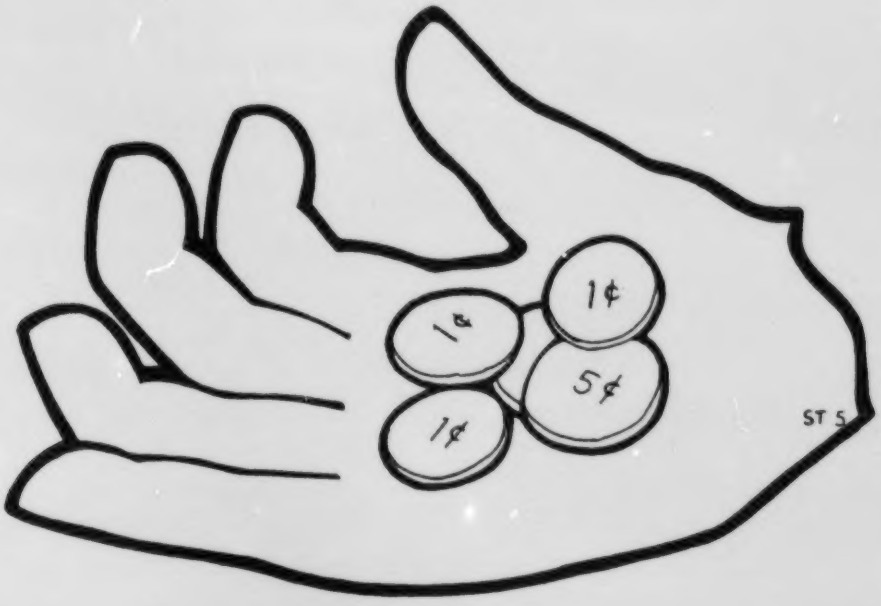
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HARRIET TUBMAN

(c. 1820 - March 10, 1913)

by Molly MacGregor

What do you feel like when you are very afraid? Can you hear your heart beat faster? Do you feel shaky? Do you want to cry? This story is about a woman who had many good reasons to be afraid. She risked her own life many, many times to rescue other people. Her name was Harriet Tubman.

Do you remember from the story about Sojourner Truth how difficult life was for slaves? They had no rights and were treated very badly. Harriet Tubman was also a slave. She was not freed by law like Sojourner Truth. Instead, she had to escape. This is the story about how she got to be free.

Harriet grew up with her brothers and sisters and mother and father. When she was only five years old, she was hired out to a white lady,
1 Miss Susan. She had to take care of Miss Susan's baby, as well as doing the sweeping and dusting. Sometimes she would get so tired from her work that she would fall asleep while rocking the baby. Miss Susan would wake her up and beat her with a whip.

One time, she was so hungry that she stole a lump of sugar from a bowl. Miss Susan got very angry and Harriet ran out of the house in fright. The only place she could find to hide was in the pig sty. Harriet knew she couldn't stay there, so she went back to Miss Susan. This time she was whipped so hard that she had the scars for the rest of her life.

After that day, Harriet was sent outside to work in the cotton fields.
2 She heard the older slaves talking about slaves running away. There were rumors that they had escaped to a place where they would be free. She wanted to believe these stories, but they just seemed too good to be true. How could slaves escape when they were chased by hunting dogs and horses? Where could they hide? What chance would they have with everyone against them? Nevertheless, Harriet always dreamed of running away, too.

One night a slave was trying to escape. Harriet saw the owner

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chasing him. She stood right in the way of the owner. He grabbed something heavy and threw it very hard. It hit Harriet on her forehead. She was unconscious for days. She had a high fever. She almost died. Because of that injury, Harriet began to suffer from something called sleeping spells. She never knew when she might just fall asleep, no matter where she was or what she was doing. This happened to her all the rest of her life.

Harriet's dream of escaping slavery was not changed by this disability. She continued to listen to stories of runaway slaves and hoped that they were true. She waited for the day when her escape would be possible. Finally, she couldn't wait any longer. Her slave owner died and it was certain that she would be sold away from her family.

She learned that some white people were helping runaway slaves escape. A woman who lived close by had a "safe house". If Harriet could just get to this house, she could hide until it was safe to travel. Harriet knew what she must do. She sneaked out as soon as it was dark. It was the beginning of a dangerous journey, but it would be her journey to freedom.

3 When she got to the "safe house," the woman quickly hid her in a secret place built under the floor. Moments later, they could hear the sound of dogs barking and men yelling! There was a thunderous knock at the door. Harriet stayed very still in her hiding place. The woman went upstairs to the door. She pretended that she had been asleep. She convinced the men that she had not seen anyone who might be a runaway slave. They believed her and went somewhere else to look for Harriet. Imagine how scary that must have been!

The next morning, Harriet left the safe house and continued on her journey toward freedom. She discovered that there were a number of other "safe houses" along the way. The people who lived in these houses were also putting themselves in danger. They believed slavery was very wrong. They would help Harriet by giving her food and clothing. Often they would help her disguise herself as a man or as a very old woman.

4 She traveled for many days and nights. Often, she would have to walk most of the night and then hide behind trees or in ditches when it

was daylight. Sometimes, someone would hide her in a wagon and cover her with blankets or hay, so that she would not be discovered.

Finally, she reached a place where she was safe. Slavery was against the law there. She was free! She was no longer a slave! The slave owners could not hurt Harriet Tubman anymore.

Immediately, she thought about her family. Her mother and father and sisters and brothers were still trapped in slavery. She knew she needed to go back. She would show them that it was possible to escape. She wanted to help them be free, too.

5 Harriet made extremely dangerous trips to help her family and other slaves escape. She was very clever. She would cross each river many times so the dogs could not follow her trail. She led many people to freedom. The slave holders were so angry that they promised to pay
6 thousands of dollars just to have her captured.

Harriet was brave and determined. Even though she knew she might have a sleeping spell at any time, she continued going back to lead more slaves to their freedom. She returned many, many times, rescuing hundreds of people from slavery. Not one person who escaped with her
7 was ever harmed. She became known as a brave and wonderful woman. Many people considered Harriet Tubman a great hero. What do you think?

HARRIET TUBMAN

Harriet Tubman (c. 1820 - March 10, 1913), an escaped slave who risked her own life many times to help other slaves find freedom. She devoted her courageous life to human rights and justice.

BIOGRAPHY

Prepare the name plates and figures for use on a flannel board or other display board. Before beginning the story, place the "Harriet Tubman" name plate on the board and have the children practice saying her name. While reading the biography to the children, place the appropriate figures on the board at the underlined points in the story, matching the number in the left margin with the number on the figure.

Recall Questions:

1. Why was Harriet sent to work in the fields?

2. How was Harriet seriously hurt?

3. How did Harriet escape slavery?

Discussion Questions:

1. Once Harriet was free, why did she go back to a place where she was in great danger?

2. When people have a disability is it harder for them to be brave? Ask the students if they think it would be harder for them and why.

ACTIVITIES

1. Have the students retell the story in their own words. While the children are talking, place the appropriate figures on the flannel board.

2.Reproduce the flannel board figure of Harriet Tubman as an adult for each child to color. The children's colored pictures can be made into a mural to which the vocabulary words can be added later.

3. Write the words "FREEDOM," "SLAVERY," "SAFE HOUSE," "DANGER," AND "RIVER" on big sheets of paper in big block letters. Have groups of 5-7 children color in the letters to get ready for the Underground Railroad Game. Tell the students what each word means. Tell them about the Underground Railroad, the network of safe houses and anti-slavery workers which assisted escaping slaves in their journey to free states in the north. Explain how dangerous it was to try to escape slavery or to help anyone escape.

4. Have children play the Underground Railroad Game. First, crumple up old newspaper to simulate the noisy dry leaves and twigs which were on the path to FREEDOM. Anything stepped on could make a noise and endanger the escaping slaves. Choose one child to be Harriet Tubman and 5 others for her to lead to freedom. Post the word signs which were made previously at different places throughout the room. Move chairs and tables to make a zigzag path and scatter the newspaper on or near the path. Dim the lights and close the curtains. (Harriet travelled most safely at night.) Have the remaining children stand near the wall with their backs to the room. Harriet now tries to lead her five followers to freedom. If they make any noise that the children near the door can hear "in the dark of night" the six have to go back to slavery. Give each child an opportunity to play an active role.

When everyone has had a chance to participate, gather the children together and have them talk about how they felt when they played the game. Were they afraid? How do they think Harriet Tubman had felt? How do they think the slaves that followed her had felt?

Harriet Tubman

HT 1

HT 2

WANTED

$40,000.

Reward

for

Harriet

Tubman

HT 6

HT 4
HT 4
HT 4
HT 4
HT 5

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QUEEN LILIUOKALANI

(Sept. 2, 1828 - Nov. 11, 1917)

by Mary Ruthsdotter

Do you live near water? Do you live by a creek or a stream, by a lake or by the ocean? If you lived on an island, there would be ocean water near you every day. Do you think you'd spend a lot of time at the beach if your home was on an island?

1 The young girl of this story was born on one of the Hawaiian Islands more than one hundred years ago. She had two names. Her name
2 in English was Lydia. Her Hawaiian name was Liliuokalani. It sounds difficult because we're not used to that name, but we can all learn to say it easily: Li-li-u-o-ka-la-ni.

Lydia liked to play with her brothers and sister. Because Hawaii is so warm, they were able to be outdoors a lot. They made sleds out of
3 very large leaves and slid down the grassy hills. One of her brothers showed her how to ride a surfboard on the wonderful warm waves of the Pacific Ocean. That was even more exciting.

Lydia and her sister Bernice went to school where they learned to speak English as well as their native Hawaiian language. Lydia's favorite subjects were music and singing. She liked to write songs. When she was
4 older she wrote a wonderful song called "Aloha Oe". It is still the best known of all Hawaiian songs.

The Hawaiian Islands belonged to the people who had been born on them. The chiefs made the laws and ruled the islands. When Lydia's brother became King of Hawaii, she became a princess. He said that
5 when he died, she would be the next ruler. That's when she began using her Hawaiian name, Liliuokalani. Let's practice saying her name again: Li-li-u-o-ka-la-ni.

Liliuokalani did many helpful things for the people of Hawaii while she was a princess. She started a school for orphaned children. She gave food, clothes and books to people who were very sick. She went to help
6 people when volcanoes erupted and the red-hot lava was flowing toward

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their houses. The people of Hawaii knew she cared for them and they loved her very much.

Many white people had moved to the Hawaiian Islands from the United States. They started buying large pieces of land to grow sugar cane and pineapples. These new landowners wanted Hawaii to become part of the United States. They were so strong that they forced the King to give up most of his power. Liliuokalani felt this wasn't fair. She
7 travelled a long way to talk to the President of the United States about it. He told her not to worry. Hawaii would be able to stay a free country. Liliuokalani should have worried, though. If she hadn't trusted him, maybe things would be different today.

The new landowners forced the King to agree to new rules which gave them the right to make almost all of the laws for Hawaii. Liliuokalani was terribly upset. The President had promised this wouldn't happen, but it had.

Very soon after this, her brother, the King, died. She was now
8 Queen Liliuokalani of Hawaii. She believed strongly that she should be allowed to rule as she wished. She named other Hawaiians to help her in the government. The white people showed her that they really controlled the islands, though. When Liliuokalani tried to do what the Hawaiian people wanted, the white people wouldn't agree. Soldiers were sent to make sure these new people got their way. Her Hawaiian people were even ready to fight for what they felt was right, but Liliuokalani said: "Let's try to find a peaceful way to solve this problem. There must not be fighting and bloodshed. Please go back to your homes."

What could she do? She kept on trying to be a strong Queen, but
9 the Americans arrested her and kept her prisoner in her own palace for almost a year. Can you imagine what that would be like?

Queen Liliuokalani was defeated. The Hawaiians were not able to save their country. They loved their Queen. She had tried very hard to keep them free, but she had lost. She finally signed a paper saying that she was no longer a Queen.

Liliuokalani left her palace and moved to the home that she had lived in before becoming Queen. She lived there for the rest of her life. She had been a caring and brave Queen. How do you suppose she felt when she could no longer be the leader of the Hawaiian people?

QUEEN LILIUOKALANI

Queen Liliuokalani (September 2, 1828 - November 11, 1917) was the last monarch of the Hawaiian Islands. She fought unsuccessfully to retain Hawaiian independence. She is best known today for her composition of the song "Aloha Oe".

BIOGRAPHY

Prepare the name plates and figures for use on a flannel board or other display board. While reading the biography to the children, place the appropriate figures on the board at the underlined points in the story, matching the number in the left margin with the number on the figure. (Note: this story begins with the image of the island, rather than with the woman's name.) If possible, play a recording of Hawaiian music to the class, after you have completed the biography.

Recall Questions:

1. What did Liliuokalani like to do when she was a girl?
2. What was Liliuokalani's English name?
3. When Liliuokalani became a princess, what did she do for the people of Hawaii?

Discussion Questions:

1. How did the people of Hawaii know that Liliuokalani cared for them?
2. Ask students if they think the white people treated the Hawaiian people fairly?
3. Ask students why they think Queen Liliuokalani was a hero?

ACTIVITIES

1. Have the students retell the story in their own words. While the children are talking, place the appropriate figures on the flannel board.

2. Reproduce the flannel board figure of Queen Liliuokalani as an adult for each child to color. The children's pictures can be used for a bulletin board display.

3. Copy these words onto the blackboard and teach the children to pronounce them:

Aloha (a-lo-ha)	Hello or Goodby
Mahalo (ma-ha-lo)	Thank you
Hula (hu-la)	Dance
Haoles (hao-les)	White people

4. Make grass skirts from crepe paper streamers as an art project. Have the children cut the paper to strips of the proper length. Glue these to a crepe paper waistband. Leis can be made out of colored tissue paper flowers strung together alternating with short straw pieces.

5. Teach the class a Hawaiian song and a dance with the related hand and arm movements. Their grass skirts and leis will be their costumes. Their dance can celebrate Queen Liliuokalani's courage in trying to save her country and keep its tradition.

6. Have each child bring a piece of tropical fruit (2 or 3 if they are small) and with the parents' help prepare a fruit luau. Hopefully there will be a pineapple, bananas, maybe a coconut or a box of shredded coconut and piece of sugar cane.

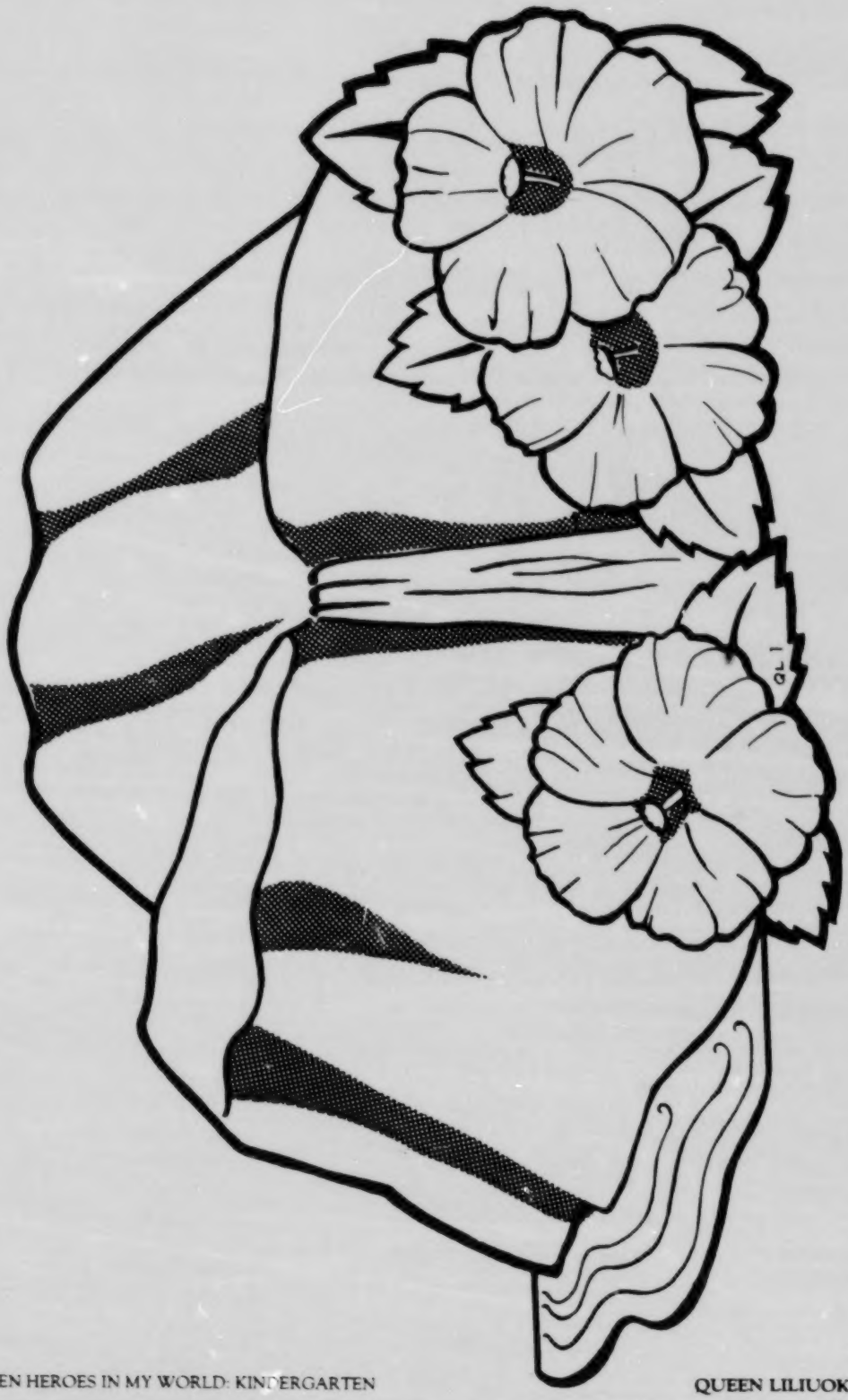
Lydia

QL 2

Liliuo

kalani

QL 5



MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN

QUEEN LILIUOKALANI

MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN

QUEEN LILIUOKALANI

Volcano Figure #6, to be placed on top of island figure #1

QL 8

QL 9

AMELIA EARHART

(July 24, 1898 - July 1, 1937)

by Mary Ruthsdotter

Do you like to have fun? What do you like to do when you play? Do you like to play noisy games outside or go exploring in your neighborhood? Amelia Earhart did and she grew up to be a daring adventurer. Just listen to the things she did!

Almost 100 years ago, when Amelia Earhart was born, most people thought that little girls should be quiet and polite. Little boys were allowed to be noisy while they were playing and exploring. Amelia's mother thought that girls should grow up to be strong and healthy too.
1 She let Amelia and her sister Muriel play outside and make lots of noise. They had a wonderful childhood doing just that.

Amelia and Muriel made up a lot of interesting games together and thought up all kinds of things to do. They tied their dog to their doll carriage and pretended that it was a stagecoach. They played basketball, using a peach basket nailed to their house for the hoop. They played noisy games of baseball with their parents.

2 Once Amelia and Muriel built a roller coaster in their backyard! How do you suppose they did that? They used old boards, nails and roller skate wheels. The ride was short, but it was fast and thrilling! Amelia liked the speed and the excitement very much.

On Amelia's 9th birthday, something terrific happened. At the Iowa
3 State Fair she saw an airplane for the first time. Back in 1907, airplanes were very rare. Amelia couldn't imagine anything more delightful. She did not understand how the plane flew, but there was one thing she did know: she wanted to fly!

When Amelia finished school, she became a nurse's aide. One day when she wasn't working, Amelia went to an airport with a friend of hers. It had been ten years since she had first seen that airplane at the state fair. Now planes could fly much faster. The pilots could do all kinds of thrilling tricks with them. Amelia knew that she had to learn

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how to fly, too!

To pay for flying lessons, she worked for the phone company. She
4 learned everything she could about airplanes: how to fix their engines, how to fly in good or bad weather, and how to find her way in the dark. As the years passed, Amelia became famous for flying higher and faster
5 than any other women alive. Her picture was often in the newspapers because she was such a good pilot. Other women and men saw how much she liked to fly and decided to try flying, too.

Amelia's dream was to fly all the way around the world—a 24,000 mile trip! This would be farther than anyone else had ever flown before. On June 1, 1937, she took off to Florida. That must have been a very exciting day for her, don't you think?

6 Amelia's trip went smoothly for one month. She flew across the Atlantic Ocean first, then over land to the Pacific Ocean. On July 1, Amelia and her navigator disappeared over the huge Pacific Ocean. Ships and search planes looked for them for weeks, but they couldn't find a trace of Amelia or her plane. Even today, people still do not really know what happened!

Amelia Earhart was never seen again. What happened to her is a mystery. People certainly haven't forgotten about her, though. She was a brave woman and a real adventurer.

AMELIA EARHART

Amelia Earhart (July 24, 1898 - July 1, 1937), an early pioneer of aviation, she dared to fly higher and faster than any other woman alive.

BIOGRAPHY

Prepare the name plates and figures for use on a flannel board or other display board. Before reading the story, place the "Amelia Earhart" name plate on the board and have the children practice saying her name. While reading the story, place the appropriate figures on the board at the underlined points in the story, matching the number in the left margin with the number on the figure.

Recall Questions:

What were some of the games Amelia and her sisters liked to play?

2. When did Amelia see her first airplane?

3. What did Amelia want to do when she grew up?

Discussion Questions:

1. Ask student why they think Amelia Earhart was so adventurous?

2. Ask students if they think that she was brave? Why?

3. Ask students if they ever wanted to do something that nobody else has done before. Discuss their responses.

ACTIVITIES

1. Have your students retell the story in their own words. While the children are talking, place the appropriate figures on the flannel board.

2. Reproduce the flannel board figure of Amelia Earhart as an adult for each child to color. The children's completed pictures can be added to the bulletin board display. Vocabulary words can also be added later.

3. Children can share their own airplane experiences or dreams while they design and make their own planes. Provide small wood scraps and glue to use in creating these airplanes, and poster paints for decorating them. As a display, hang the airplanes from strings in a corner of the room with big white cotton or paper clouds on a blue paper sky background.

4. Print vocabulary words from the story on 5 x 7 cards. Introduce these words to the class and encourage the children to tell what the words mean, if they know. If not, define each word and let the children talk about it, making sentences which use the word. Staple these cards to the blue sky background with the wooden airplanes. Vocabulary words: "FLY", "BRAVE", "FAMOUS", "SKY", and "AIRPLANE".

5. Ask the children to talk about women they know of who are pilots. Ask the students about women astronauts like Sally Ride, Kathleen Sullivan, Anna Fisher. Would Amelia Earhart have wanted to be an astronaut? Why? Would they like to become pilots or astronauts themselves?

6. **Music Activity:** "Amelia Earhart Song", by Mary Dyer
(Sung to the tune of "I'm a Little Teapot")

I'm a little airplane,
See me fly
Up in the air
High in the sky!

When I am up here
I feel just like a bird!
Amelia Earhart gave me the word!

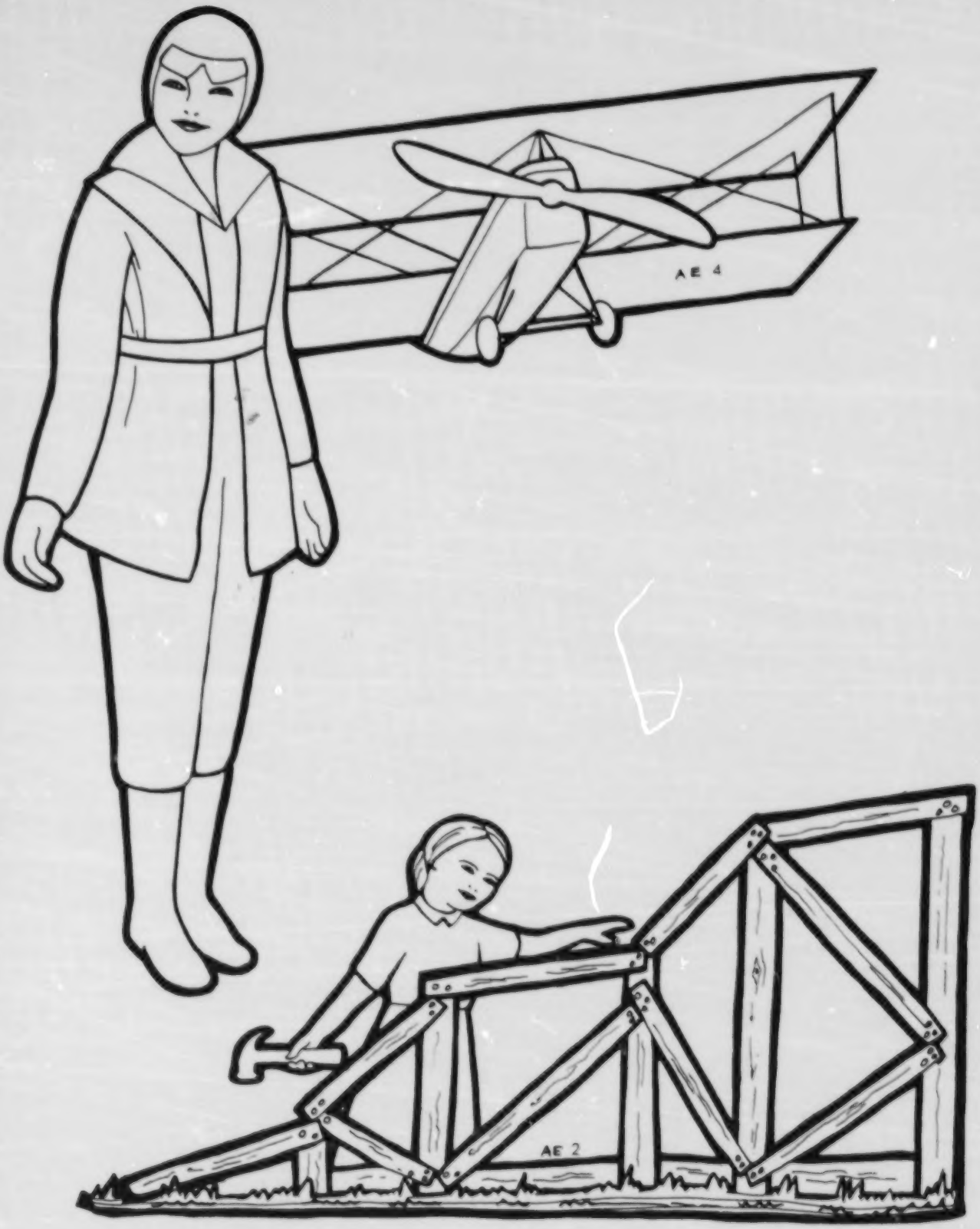
(Have the students cup their hands around their mouth and shout the last sentence.)

Amelia Earhart

45

46

AMELIA EARHART



MYSELF AND WOMEN HEROES IN MY WORLD-KINDERGARTEN

AMELIA EARHART

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MARIA TALLCHIEF

(January 24, 1925 -)

by Molly MacGregor

Have you ever seen a ballerina dance? Have you tried to stand on your tiptoes and dance? It is not as easy as it looks, is it? It takes lots and lots of practice and skill to do it gracefully. This story is about one of the greatest ballerinas in the world. Her name is Maria Tallchief. Listen to Maria's story and then maybe you can tell me what it would be like to be a world famous dancer.

Maria Tallchief is a Native American woman. Maria's mother is Scotch, Irish and Dutch. Her father is an Osage. The Osage are an Indian nation. The Osage are rich because oil was discovered on their land.

When Maria was a little girl, her family called her Betty Marie. Her Osage grandmother would tell her stories that seemed very magical. The
1 stories were about a time long ago when animals could talk and all living things were able to dance.

Sometimes her grandmother would take her to special Osage ceremonies. The Osage would dance for hours and hours. Betty Marie
2 was fascinated by the sound of the drum. She said, "Grandmother, it sounds just like the beat of my heart." Her grandmother said, "The drums are meant to sound that way. The dancers beat upon the earth with their feet to express their anger and joy. The drum stands for the heart of the earth." Betty Marie listened to the voices rising and falling, to the swish-swish-swish of gourd rattles. She could hear the sharp, clear notes of eagle bone whistles. The bells worn by the dancers added their jingle to the sounds. She really loved the music and the dancing!

3 She seemed to have a very special talent for music and began taking piano lessons when she was only three years old. When she was four years old she began to learn ballet.

As a young girl, she practiced the piano for several hours and then went to a two-hour ballet class every day. Would you like to do that? Betty Marie did—very much!

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4 On her 12th birthday she gave a concert in front of lots of people. She played the piano and then she danced. She loved both music and dance, but she knew that one day she would have to choose between them. There wasn't enough time in a day to learn to do both well.

Choosing one or the other was as difficult as giving up a good friend. She knew that she needed to decide. She remembered the sweet sounds of the music she played on her piano. She remembered feeling as if she was flying when she was dancing. With dance she could have both the sweet music and the soft movement. She chose to be a dancer. Her heart told her that nothing could ever really take the place of dancing.

Dancing was so exciting for her. She got her very first job when she was only 17 years old. As a ballerina she was able to tell wonderful stories without words. Instead, she used the movement of her body to express the feelings in the stories.

5 Her dancing was so beautiful that soon she was given solo parts. She danced on the stage all by herself with everyone in the audience watching only her. She was pleased that people loved to see her dance.

As she became more famous, the people she worked for told her she needed a different name. They said her name did not sound quite important enough. She told them that she would change her first name to Maria, but that Tallchief was an Osage family name. She was proud of it and she would not change it. She became Maria Tallchief.

Maria was determined to become the best ballerina in the world. After many performances dancing very difficult parts, she was given an opportunity that would change her life.

A new dance had been created. No one had ever performed it before. It was extremely difficult. Maria was to pretend to be a beautiful,
6 wild bird with magical powers—the firebird.

She was afraid. What if it was too difficult for her to dance the part? What if she couldn't do it well? Would she still be an admired ballerina? Then she remembered her grandmother's stories about the times when all animals talked and danced. She knew she could bring the firebird to life with her dance.

From the moment she leaped onto the stage in her bright red costume, with golden glitter on her shoulders and a beautiful headdress of feathers on her head, the audience was hushed by the beauty they saw. Maria danced so well that she became known as one of the best dancers in the world. They called her a "prima ballerina".

She traveled to many countries to perform. People throughout the world loved to see her dance. Maria was given many awards and honors for her dancing.

The most special honor came from her people, the Osage. Thousands of Osage gathered together to honor her. They wore their beautiful tribal clothes. They performed their wonderful ceremonial dance. She thought the dancers were even more beautiful than she had
7 remembered from her childhood. The Osage gave her a special name, Wa-Xthe-Thonba. It means "Woman of Two Standards". The name showed that Maria belonged to the Osage people, but she also belonged to the people of her mother's cultures. The name had been chosen by her grandmother. Maria said it was the proudest moment of her life.

Although Maria Tallchief no longer performs, she is still very interested in ballet. She tries to encourage young people to become dancers. She works to help other Native Americans reach their dreams. Maria Tallchief was able to achieve her dream. Now she would like to help others achieve their dreams.

MARIA TALLCHIEF

Maria Tallchief (January 24, 1925 -) studied and practiced to gain fame as one of the world's best dancers, a prima ballerina.

BIOGRAPHY

Prepare the name plates and figures for use on a flannel board or other display board. Before reading the story, place the "Maria Tallchief" name plate on the board and have the children practice saying her name. While reading the biography to the children, place the appropriate figures on the board at the underlined points in the story, matching the number in the left margin with the number on the figure.

Recall Questions:

1. When Maria was a little girl, what were two activities that she loved to do?

2. What did Maria want to do better than anyone else?

3. When was one of the proudest moments of Maria's life?

Discussion Questions:

1. Ask students to recall what decision was difficult for Maria to make? Ask if they ever had to make a difficult decision? What was it?

2. Ask students why they think Maria wanted to become a prima ballerina? How did she do it?

ACTIVITIES

1. Have the students retell the story in their own words. While the children are talking, place the appropriate figures on the flannel board.

2. After the story, play music from a ballet. If any children in the class are taking ballet lessons they might lead the other children in dancing. Otherwise, small groups of children take turns doing their own dancing.

3. Copy a jointed figure of Maria for each student, using the copymaster provided. Play ballet music while the children make ballerina dolls with moveable arms and legs. Have students color and cut out the body parts and put them together with brads. Create a bulletin board using colored letters to spell out MARIA TALLCHIEF, PRIMA BALLERINA. Arrange the children's ballerina dolls around the words.

4. Reproduce the flannel board figure of Maria Tallchief as an adult for each child to color. The children's completed pictures can be added to the bulletin board display. Vocabulary words can also be added later.

5. Write vocabulary words from the biography on colored strips of paper. Discuss the meaning of the words: "PRIMA BALLERINA," "NATIVE AMERICAN," "BALLET," "OSAGE," "MUSIC," and "PRACTICE." These words can then be added to the bulletin board with the ballerina figures.

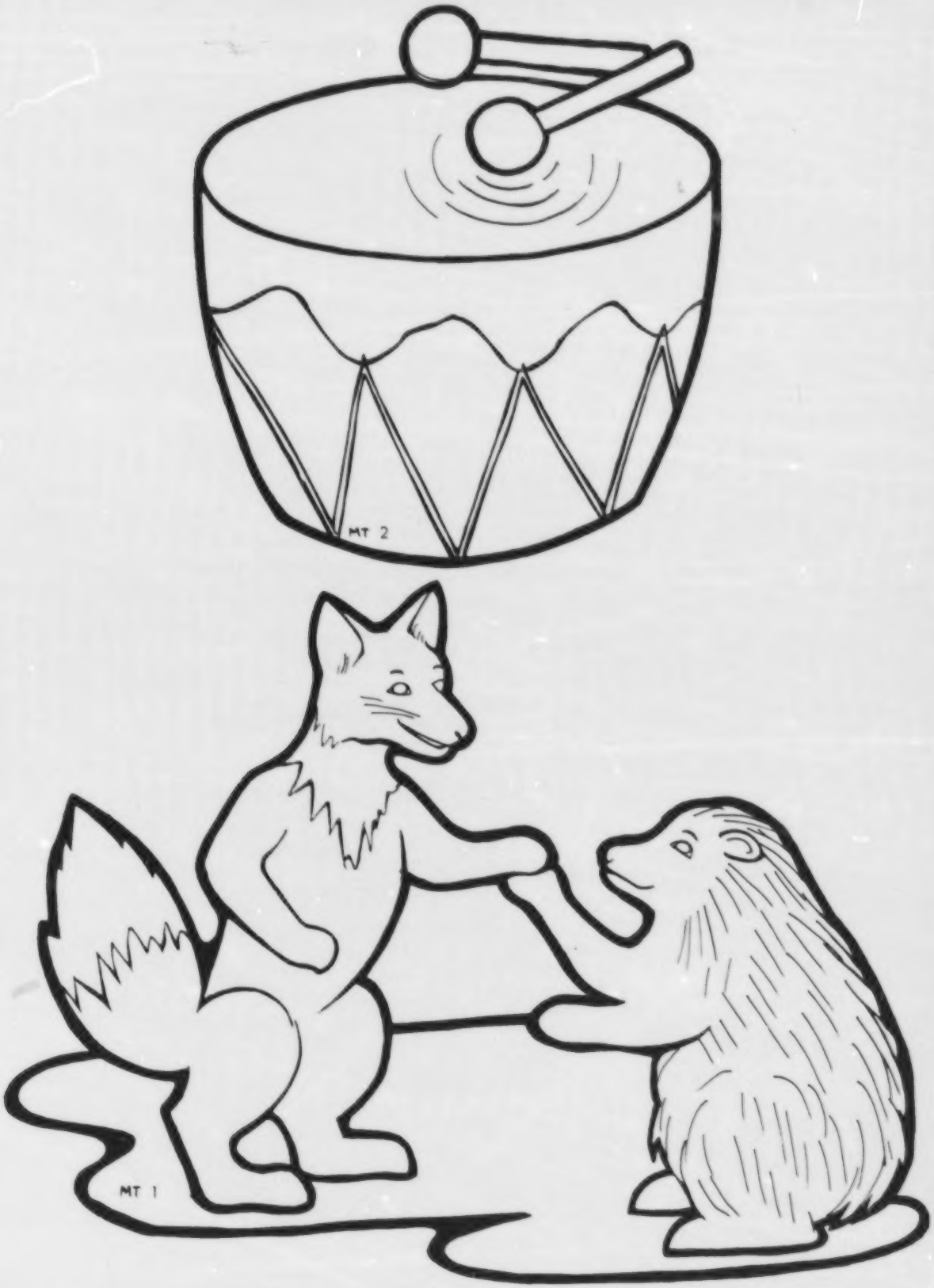
6. Discuss all the kinds of exercises that are necessary for anyone to be a dancer: stretching, leaping, running, weight training, aerobics, etc. Ask the children what kind of exercise they like best. Have them bring in or draw pictures of someone doing the kind of exercise they like. Have each one tell about the exercise and explain why they like it best.

Maria Tallchief

Wa-Xthe

-Thonba

MT 7



MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN MARIA TALLCHIEF

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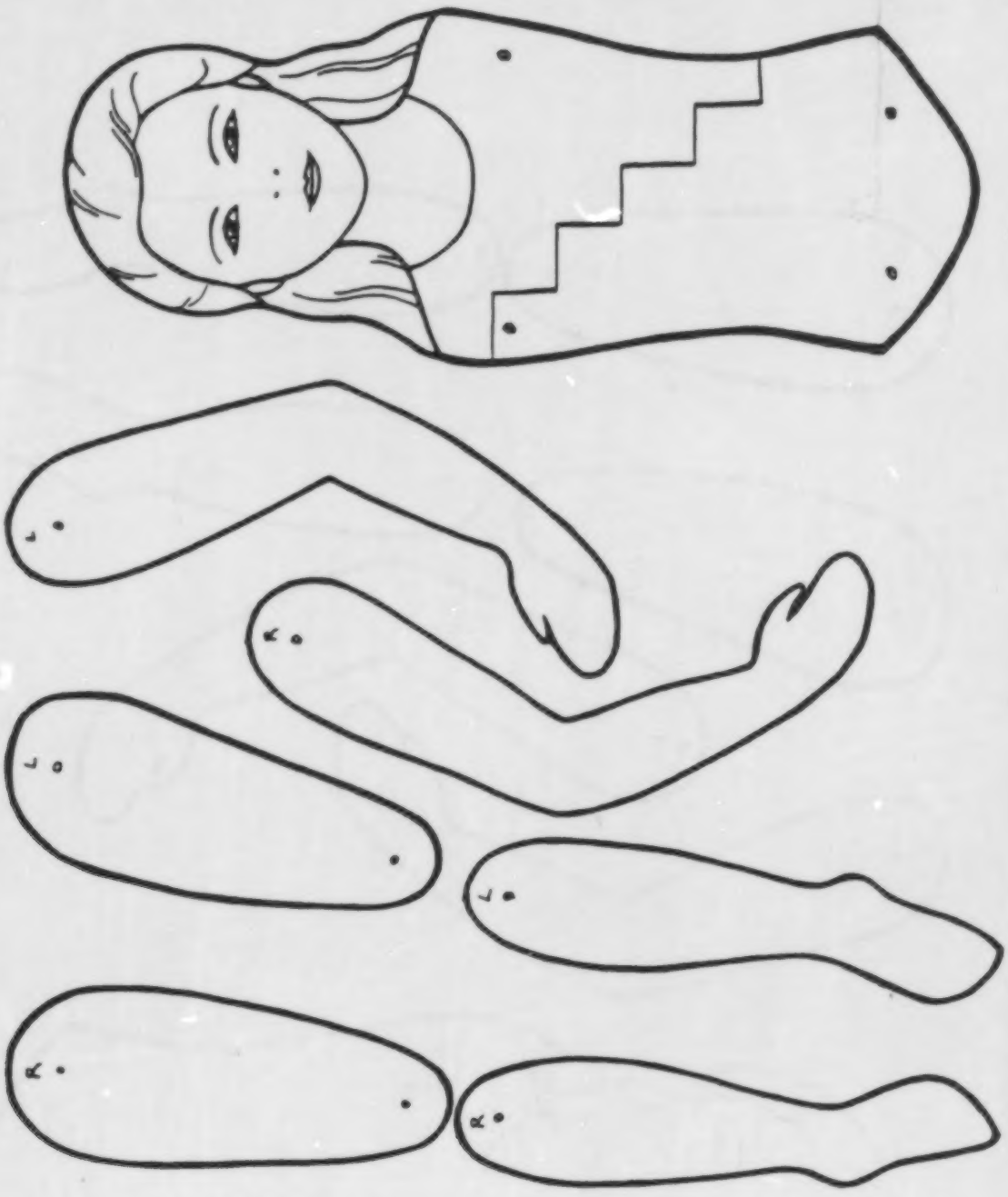
MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN

MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN — MARIA TALLCHIEF

MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN — MARIA TALLCHIEF



SONIA MANZANO

(June 12, 1950 -)

by Bette Morgan

Do you watch television? Have you ever watched a program called "Sesame Street"? If you have, do you remember Maria? This is a story about the woman who plays the part of Maria. Her real name is Sonia Manzano.

Sonia has a very exciting job. Lots of children see her almost every day. Sometimes they see her dance, or hear her sing or say something like: "Sesame Street was brought to you by the letter 'F'." That's what she does when she plays Maria on "Sesame Street". How do you think someone grows up to play a part on television? Maybe you will find out if you listen to Sonia's story.

When she was a little girl, Sonia lived in New York City with her mother and father, who came from Puerto Rico. She has happy memories of her parents. Sonia remembers waiting for her mother to come home
1 from work. She would sit looking out the window of their apartment on the third floor. She was waiting to catch a glimpse of her mother when she got off the 3rd Avenue train. She could see the train platform from her window. Her mother, who was a seamstress, would get off the train, look toward the window, and wave at Sonia.

2 Her father liked to go to the local abodega, or grocery store. He would sit on a crate, lean back and talk with the other men gathered there. This store was a very special place for people in Sonia's neighborhood. That's where Sonia's mother could buy the kinds of food that she liked to cook and her family liked to eat. She could buy just the right amount of rice and spices from large open bags.

Sonia's favorite treat was coconut candy. Whenever she had a
3 penny, she would buy herself a piece of this candy. Sonia must have really liked going to the store because one of her favorite growing up games was playing grocery store with her friends.

Another thing that she grew up liking was music. Everyone in the

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Manzano family liked music. Her father played the guitar and her mother sang traditional Puerto Rican songs. She liked the music her family played but Sonia says that her favorite songs were rock-'n-roll.

When she was growing up, Sonia and her friends watched television.
4 They would imitate the shows they saw. They would dress up and act out the stories. Sonia especially liked to watch the musicals and learn to sing all the songs. That is why she went to a special high school where she could study acting and singing.

When she was in high school, Sonia got to sing and act in a real music play called "Godspell". She was chosen because she was just right for the part.

5 In 1972, something really wonderful happened. She was selected to be part of the "Sesame Street" cast. She plays the part of Maria. As Maria she gets to act, dance, sing and tell jokes. Sometimes Maria works with Oscar the Grouch, who lives in the garbage can. Once she tried to teach Oscar that it was all right to say "Happy Birthday" to someone. Oscar finally decided it was all right, but he would not say "happy" because he is such a grouch! One time Maria tried to help Big Bird go to sleep by singing a lullaby to him.

Sonia also does other kinds of work for "Sesame Street". She is not only Maria in front of the television cameras, but she is also a writer and director. As a writer she decides what people will say on the show. As a director she tells the actors where to stand and how to work in front of the television cameras. For part of every year, she and the rest of the cast
6 work hard on the "Sesame Street" program. They write, act, sing, and film the show. Then when she does not have to spend most of her time at the television studio, Sonia visits school children in their classes. In this way, she gets to teach and help children all year round.

Sonia Manzano likes her job very much. She gets to be on television and because she is, she can help teach children all kinds of new things. She can show children how much fun it is to learn how to read and how to count and lots of other things. What have you learned from women like Sonia who are on television? Why do you think Sonia is a hero?

SONIA MANZANO

Sonia Manzano (June 12, 1950 -) plays an important role in the education of children through her work on the "Sesame Street" television program.

BIOGRAPHY

Prepare the name plates and figures for use on a flannel board or other display board. Before reading the story, place the "Sonia Manzano" name plate on the board and have the children practice saying her name. While reading the biography to the children, place the appropriate figure on the flannel board at the underlined points in the story, matching the number in the left margin with the number on the figure.

Recall Questions:

1. What were some of the things Sonia Manzano enjoyed when she was young?
2. When Sonia Manzano grew up, what job was she chosen for?
3. What are some of her responsibilities in her job?

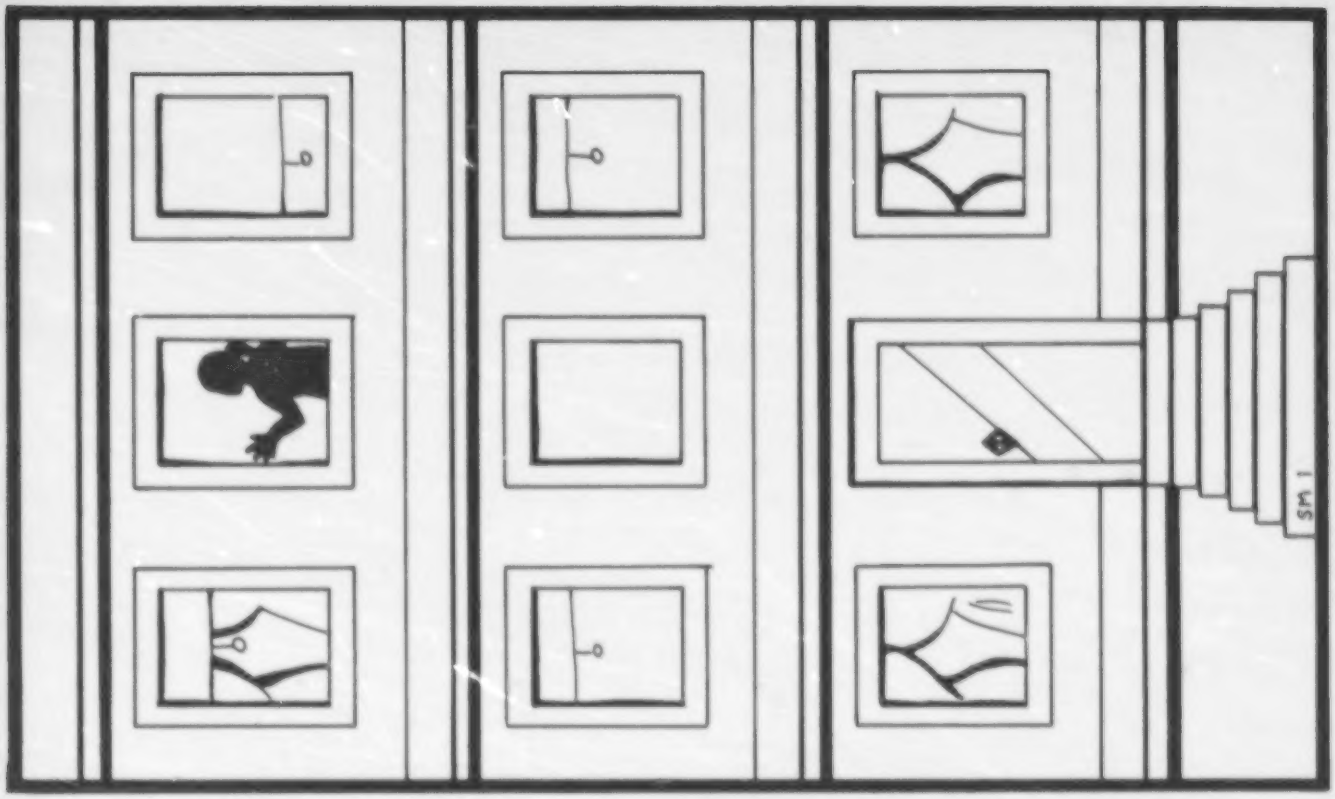
Discussion Questions:

1. Ask the students what are some of the things they would need to know in order to be on television.
2. Ask students to talk about what they would like to do if they could be on television.
3. How does Sonia Manzano help other people through the work she does?

ACTIVITIES

1. Have the students retell the story in their own words. While the children are talking, place the appropriate figures on the flannel board.
2. Reproduce the flannel board figure of Sonia Manzano as an adult for each child to color. The children's pictures can be used for a bulletin board display.
3. Have the children develop a story for a television show of their own like "Sesame Street". Have each child draw a large capital letter and color it and cut it out. Each child can take a turn introducing the letter to their audience. The same thing can be done using numbers or shapes.
4. If you have access to the "Sesame Street Live" album, teach the students the song, "Tu Me Gustas" ("I Like You"). The song is sung by Sonia Manzano.

Sonia Manzano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MYSELF AND WOMEN HEROES IN MY WORLD: KINDERGARTEN SONIA MANZANO

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MINIATURES

SOJOURNER TRUTH

QUEEN LILIUOKALANI

MARIA TALLCHIEF

SONIA MANZANO

AMELIA EARHART

HARRIET TUBMAN

I Can Be a Hero

_____

PERSONAL HISTORY BOOKLET

My Hero

Name _____

Kindergarten 19 _____

School _____

Teacher _____

My Hero Does

My History

Baby Picture

Kindergarten Picture

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SONIA MANZANO

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*HARRIET TUBMAN-CONDUCTOR ON THE UNDERGROUND RAILROAD, Ann Petry, Archway Paperback, 1955, Grades 6-9

HARRIET TUBMAN: FLAME OF FREEDOM, Frances Humphreville, Houghton Mifflin, 1966, grades 4-6

HARRIET TUBMAN: FREEDOM GIRL, Gertrude Winders, Bobbs-Merrill, 1969, grades 3-7

*HARRIET TUBMAN GAME AND STUDY SET, Mary Crawford and Mary Ruthsdotter, National Women's History Project, 1982, grades 1-6

*HARRIET TUBMAN: GUIDE TO FREEDOM, Sam and Beryl Epstein, Garrard, 1968, grades 3-6

*HARRIET TUBMAN: THE ROAD TO FREEDOM, Rae Bains, Troll, 1982, grades 4-6

*NATIONAL WOMEN'S HALL OF FAME COLORING BOOK, Carol Stallone, editor, grades K-3

*SEVEN WOMEN: PORTRAITS FROM THE AMERICAN RADICAL TRADITION, Judith Nies, Penquin, 1977, grades 9-Adult

*WOMEN OF COURAGE, The Eclectic Company, Grades Early Childhood-4

GENERAL RESOURCES

If you want to continue to explore women's history, we suggest that you consider the following general resources.

*FAMOUS AMERICAN WOMEN; A BIOGRAPHICAL DICTIONARY FROM COLONIAL TIMES TO THE PRESENT, Robert McHenry, editor. 1035 biographies. Arranged alphabetically, indexed by field. Each biographical sketch includes approximately 400 words. Grades 9-Adult.

*NOTABLE AMERICAN WOMEN: 1607-1950, Edward T. and Janet Wilson James, editors. A remarkable compilation, including the life stories of 1359 women, 3 volumes, grades 9-Adult.

*NOTABLE AMERICAN WOMEN: THE MODERN PERIOD, Barbara Sicherman and Carol Hurt Green, editors. Companion to the 3-volume Notable American Women, this resource includes life stories of 442 women who died between 1951 and 1975. Grades 9-Adult.

*CONTRIBUTIONS OF BLACK WOMEN TO AMERICA, Marianna W. Davis, editor. The works of American Black women over the past two hundred years are chronicled by topic and indexed by name in two volumes, photos. Grades 9-Adult.

*WITH SILK WINGS: ASIAN AMERICAN WOMEN AT WORK, Elaine Kim. Unique histories of 52 contemporary women of Chinese, Filipino, Japanese and Korean ancestry in 52 occupations. Photos of each. Grades 7-Adult.

*A HISTORY OF WOMEN IN AMERICA, Carol Hymowitz and Michaele Weissman. From European colonization to the contemporary U.S. women's movement. Needs to be supplemented by resources on Native American and Hispanic women. Grades 9-Adult.

*RECOMMENDED RESOURCE BIBLIOGRAPHY, 1982. National Women's History Project. Hundreds of items reviewed by Project staff with the best carefully annotated and listed by grade level. Grades 1-12.

MARVELOUS MISCELLANY

*WOMEN OF COURAGE, The Eclectic Company. Innovative 45 rpm records each tell the true-life story and sing a rousing song about the life of one American woman: Sybil Ludington, Harriet Tubman, Buffalo Calf Road Woman, Sally Ride, Gertrude Ederle or Susan B. Anthony. Early childhood-Grade 4.

*NATIONAL WOMEN'S HALL OF FAME COLORING BOOK, Carol Stallone, editor. Line drawings of 15 women from the National Women's Hall of Fame: Mother Seton, Juliette Low, Amelia Earhart, Babe Zaharias, Abigail Adams, Harriet Tubman, Helen Hayes, Clara Barton, Margaret Chase Smith, Helen Keller, Susan B. Anthony, Margaret Mead, Eleanor Roosevelt, Mary McLeod Bethune and Marian Anderson. Grades K-3.

*GREAT WOMEN BIOGRAPHICAL CARDS GAMES. Played like rummy or fish, each deck contains photographs and facts introducing 10 great women in U.S. history. There are three separate sets:

Game I. Foremothers: Susan B. Anthony, Mary Shadd Cary, The Grimke Sisters, Lucretia Mott, Ernestine Rose, Elizabeth Cady Stanton, Lucy Stone, Susette La Flesche Tibbles, Sojourner Truth and Harriet Tubman.

Game II. Founders and Firsts: Clara Barton, Mary McLeod Bethune, Elizabeth Blackwell, Nellie Bly, Antoinette Brown, Amelia Earhart, Emma Goldman, Belva Lockwood, Mary Lyons and Margaret Sanger.

Game III. Poets and Writers: Louisa May Alcott, Emily Dickinson, Margaret Fuller, Charlotte Perkins Gilman, Frances E.W. Harper, Julia Ward Howe, Sarah Orme Jewett, Emma Lazarus, Harriet Beecher Stowe and Phillis Wheatly.
Grades 3-Adult.

OTHER GOOD RESOURCES. Write and ask for catalogs from:

Asian American Materials Catalog, from Japanese American Curriculum Project, 414 East 3rd Ave., P.O. Box 367, San Mateo, CA 94401 (414) 343-9408.

Information Systems Development, Martha Cotera, 1100 East 8th St., Austin, TX 78702 (512) 477-1604. Specializes in Hispanic Women.

Jewish Women's Resource Center, 9 East 69th, New York, NY 10021 (215) 535-5900.

National Archives for Black Women in History: Comprehensive collection of materials about black women throughout U.S. history, travelling exhibits, brochures, booklets, posters and video programs. 1318 Vermont Ave. N.W., Washington, D.C. 20005 (202) 332-9201.

OHOYO Resource Center, 2301 Midwestern Parkway, Ste. 214, Wichita Falls, TX 76308 (817) 692-3841. Specializes in Native American and Alaskan Native Women.

BEGINNINGS: THE MAGAZINE FOR TEACHERS OF YOUNG CHILDREN P.O. Box 2890, Redmond, WA 98073. (202) 882-1066.

ORAL HISTORY RESOURCES

*WHO DO YOU THINK YOU ARE? Westminster Press, grades 5-12. From your own name and birthdate you are led back to earlier branches of your family tree. Interview, conduct research and chart information. Special advice about searching for Black or Native American ancestors.

*PORTRAITS OF OUR MOTHERS, Grades 4-12. Describes in thorough detail how teachers and students used oral history to learn about women in their families and community. Student projects culminated in a city-wide celebration of National Women's History Week.

*A GRANDPARENT'S BOOK: THOUGHTS, MEMORIES AND HOPES FOR A GRANDCHILD. James Wagen Voord. Beautifully designed workbook format. A comprehensive series of questions are raised to stimulate and record remembrances of the life of a grandparent, or other adult significant in a child's life.

*Available from the National Women's History Project. Send for the Resource Catalog. P.O. Box 3716, Santa Rosa, CA 95402

NATIONAL WOMEN'S HISTORY PROJECT RESOURCES

CLASSROOM UNITS

Specially designed in accordance with social studies guidelines, these units each include six biographies and illustrations of women representing the five major ethnic groups and disabled women: Also included are a mixture of classroom and individual activities, language and math exercises and personal history booklets.

WOMEN AT WORK, HOME AND SCHOOL: FIRST GRADE includes biographies and activities about the lives of Mary McLeod Bethune, Nancy Lopez, Chien-Shiung Wu, Susan LaFlesche, Rachel Carson and Dorothea Lange.

WOMEN AS MEMBERS OF GROUPS: SECOND GRADE includes biographies and activities about the lives of Rosa Parks, Dolores Huerta, Annie Wauneka, Shirley Cachola, Elizabeth Cady Stanton and Elizabeth Blackwell.

WOMEN AS MEMBERS OF COMMUNITIES: THIRD GRADE includes biographies and activities about the lives of Shirley Chisholm, Carmen Delgado Votaw, March Fong Eu, Sarah Winnemucca, Abigail Adams and Helen Keller.

OTHER RESOURCES

WOMEN'S HISTORY CURRICULUM GUIDE Ideal starting point for educators unfamiliar with the history of women in the United States. Designed for elementary and secondary use, this cross-cultural guide is packed with introductory information and suggestions to help develop classroom activities, puppets/paper dolls, research and discussion questions, as well as recommended supplementary print and non-print resources.

NATIONAL WOMEN'S HISTORY WEEK PROJECT LESSON PLAN SETS 1776, 1849, 1920. What were the women doing during the decades before and after these watershed periods in U.S. history? This color coded set provides interesting activity ideas, comprehensive multi-cultural chronologies, and recommended, directly related, print, audio and visual resources for both elementary and secondary classes, in annotated bibliographies.

WOMEN'S HISTORY ESSAY CONTEST GUIDE School essay contests are a tremendously successful way to promote the serious consideration of the lives of women. They also provide a marvelous vehicle for school/community integration in program initiation and cooperation. Includes sample letters to send, press releases, forms and certificates, keyed to an effective timeline.

ELEANOR ROOSEVELT KIT In honor of the Eleanor Roosevelt Centennial, we offer this set of materials designed to assist elementary students in discovering the contribution of Eleanor Roosevelt to our country and to the world. Kit Contents: 11" x 17" poster of Eleanor Roosevelt, 2 page biography, language arts activities, crossword puzzle, recommended resources, suggested activities, teacher's pages.

HARRIET TUBMAN GAME AND STUDY SET Explore the daring life of Harriet Tubman who led slaves North to their freedom along the "Underground Railroad". Includes a 20" x 26" black line game board (suitable for coloring and laminating) of her route, 2 page biography, discussion questions, song sheet, activity suggestions and bibliography of related sources.

QUILTING AS A TRADITION WOMAN'S ART FORM: A KIT Complete materials for a very interesting, informative unit on quilting as a traditional women's art form.

An extensive catalog of other women's history resources for classroom use is available from:

The National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

NATIONAL WOMEN'S HISTORY PROJECT

This unit is representative of the many types of curriculum materials developed by the National Women's History Project for use at all grade levels. Our Project exists solely to promote a multi-cultural awareness of women's history in schools and communities nationwide. We are delighted with the public response to our efforts.

"National Women's History Week", originated by members of this Project, has become a regular feature on school, workplace and community calendars. Many cities and several states have begun to celebrate March as "Women's History Month", the next logical step for this observance.

The Women's History Network, coordinated out of our office, includes hundreds of individual and group participants working together across the country to write women back into history. A quarterly newsletter keeps current information in circulation; directories make each participant accessible to the others.

The Women's History Resource Service, also operating from the Project office, has been expanding rapidly since its inception in 1983. Through its Resource Catalog a plethora of classroom materials—books, records, games and more!—are available by mail order.

Throughout the year the four of us present information to groups outside our home state of California, at history and curriculum conferences, workplace organizing meetings and teacher in-service training sessions. Our annual June training session in California draws educator and community activists from around the nation.

Continuous expansion of our Resource Service is a necessary part of our plan for financial self-sufficiency. We are a non-profit, educational corporation; your donations above the price of the items ordered are tax deductible, and will greatly facilitate our organizing work.

It is our hope that the services and materials we offer will be a useful resource and support for your efforts to write women back into history.

The National Women's History Project staff